

Chapter 1 : Can't stop thinking about being a 27 year old virgin : offmychest

I've been thinking more and more about Thinking! All the psychological research suggests there is strong connection between what you believe (think) and what you do (behavior).

Here is why not. It is often associated exclusively with the design discipline or seen as a creativity tool that involves an enormous amount of post-its. Many mistake Design Thinking for design methodologies or the design process itself. Design methodologies are undoubtedly part of Design Thinking, but they are not one and the same thing. Design Thinking is broader and more holistic and is not limited to live within the design discipline alone. While the design discipline is a main driver for Design Thinking, it does not own it. Design Thinking stretches across disciplines. The true potential of Design Thinking is its collaborative force of bringing the disciplines together to create a holistic product vision. The Design Thinker makes empathy for business needs part of a broader context together with human needs and desires. Design Thinking Design Thinking became first relevant in a time when designing products was predominantly driven by business and tech rationales. The design discipline and its focus on the human was still nascent and in permanent need of fighting for consideration in terms of its relevance, its inclusion in processes, and above all resources. Design Thinking shifts the focus from a pure technical solution to a human solution. It puts understanding context and continuous engagement with humans at the heart of the practice – for determining what problem to solve, what metrics drive success, and what business will emerge from solving the human problem. Putting the human in the center of the product rationale is essential unless you are creating products for robots or rabbits. Great products solve human problems. Humans need to find a product delightful in order to develop a desire to purchase and to own it either temporarily or permanently. And yes, products need to function too, even more so in an expanding on-demand economy that requires products to perform perfectly to be successful. The business, tech, and design disciplines naturally have distinct perspectives on the human and approaches to problem solving. Business would like to see a product generate crazy amounts of money, tech wants it to function flawlessly, while the design discipline wants to create a product that is so desirable that people lose their minds over it. Design Thinking is about human problem solving including the business or technical problem. They all need to be viewed together, iterated together, resolved together. At its core, Design Thinking is a formalized practice solving human needs as holistically as possible, with the full spectrum of success criteria in mind. Design Thinking is a deeply collaborative approach. The challenge Design Thinking faces in practice is that it is perceived as too disconnected from business because of its general misperception and its uncredited impact. But Design Thinking does not lack a business component. The problem is how Design Thinking is applied and that its impact on business outcome is not being effectively measured. This behavior is naturally driven by limited resources, a historically first business, then technology-driven approach to product and service development, and the continuing misunderstanding of the focus of design. The Product Discipline is formed by leads from each discipline and the Product Manager. The Product Manager can belong to any of the disciplines but above all must be a strong cross-discipline thought leader and needs to act like a product owner. Product Managers need to inherit a strong and holistic vision of the product and evangelize it across the entire product team and the organization. Discipline-hybrids are design engineers, creative technologists, business designers, design strategists, and technical product managers and are a key component in applying Design Thinking across disciplines and avoiding their siloing. Discipline-hybrids typically have their background in one of the disciplines and have gained extensive expertise in another discipline. Discipline-hybrids build bridges across discipline intersections which is crucial for putting a truly collaborative process in place. The peripheral areas of each discipline can be more homogeneous and have a more predominant focus on their core competencies accounting, design production, development, etc. Design is a natural ally for Product Management as it brings critical skills such as storytelling, conceptual abstraction, and an ability to make things tangible to the table. This is critical for articulating a product and its distinguishing magic. Design and Product Management can form a powerful and convincing symbiosis with business and technology providing essential ingredients and problem solution parameters. The transversal

design discipline The organizational philosophy of Design Thinking results in interdisciplinary teams forming a broader frame for product teams. They create the environment needed for out-of-the-box thinking and focus on quality at all levels. Interdisciplinarity at the core of product teams means for design teams to work within product verticals. The continuous exposure to business and tech rationales can cause design teams to soften their focus on the human as their core competency. A strong and transversal design discipline strengthens design competence across product verticals. A transversal design discipline typically has a matrix structure. Horizontals represent the different design sub-disciplines and are led by Design Discipline Leads that act as design consultants across the different product verticals. Design Discipline Leads are responsible for growing design competencies across the entire design discipline. SDLs work hand-in-hand with Product Managers. A transversal design discipline is essential in developing a coherent design language across the organization and brands and allows the design discipline to act strategic and above all to drive Design Thinking. The role of design consultancies Organizations without an internal design discipline will work with external design consultancies that essentially act as design discipline. Once more the discipline-hybrids play a crucial role here. Discipline-hybrids are part of the consultancy team and reach out to discipline leads inside the organization and other peers to build strong relationships. Building trust is indispensable when evangelizing Design Thinking inside the client organization especially as it requires a cultural shift that is hard to make in companies whose culture is usually tied to technical roots. Trust usually needs success stories to be built and cultivated. Design consultancies need to be facilitator to keep the dynamics of interdisciplinary teams looking beyond their immediate parameters, goals, and deliverables. Interdisciplinary teams need to create symbiosis rather than challenge each other collaboratively. The minimum viable experience Business plans are great but are by nature based on assumptions about a market and the behavior of the humans inside it. Just as prototypes are used to find evidence for the desirability of an idea or concept, the early launch of a minimum viable product MVP can help validating a business hypothesis. The challenge is that MVP is often interpreted as figuring out what the minimum set of features is that can be implemented in a specific time period, without establishing other key criteria that define what is truly minimum and what can be validated through it. The MVP cannot be seen as a reduced set of features. Defining a MVP needs to be an interdisciplinary and collaborative effort. Experience metrics Experience metrics are an essential component of product KPIs together with business and technical metrics. The design discipline needs to have a strong mandate to establish experience metrics to be able to assess the quality of the product experience for humans. While business metrics address mainly commercial goals and technical metrics concern the quality of implementation, experience metrics set scope for the desired human behavior and interaction with a product. As expectation for design is partially set by business goals, these goals will be indirectly reflected in experience metrics. Business, technical, and experience metrics cannot be seen separate from each other but should articulate scope for a holistic product vision and its parameters in a highly interconnected way. The evolution of the design discipline Design has evolved from a domain of communication with a predominant aesthetic focus to a human advocacy with focus on relevance and ability. Design is the main driver behind this trend and will be even more so in the future. Design is equally relevant for deeply technical discussions around platforms and APIs. The potential of these fundamentally opens or closes possibilities for service development and design helps to identify these. Design advocates the human by understanding human needs and articulates the relationship of humans with products. Products are tools and services that are part of a human ecosystem of tasks and much deeper “almost spiritual” human drivers. Products empower humans and enhance human abilities. In that sense, products are extensions of the human. Design is the discipline responsible for exploring human challenges and developing solutions that “in a broader view” help expand humanity itself. Design Thinking brings these design competencies to the business. Design Thinking has to be understood correctly, applied accordingly, and measured effectively in order for organizations to understand it as essential to thriving organizational change and vision dynamics. Design needs to be viewed as a strategic discipline driving Design Thinking and not as a cost center. Design Thinking means to truly and consequently move away from a narrow technical and business only perspective to a truly interdisciplinary and collaborative culture of thinking and making. Design Thinking brings disciplines together to collaboratively find solutions

within a highly complex and multilayered system of business, technical, and human context to ultimately result in products that humans need and desire and are happy to make part of their lives. Special thank you to Pamela Mead for the extensive contributions. This post is part of our contributor series. It is written and published independently of TNW.

Chapter 2 : STUDIO THINKING - About

I've been thinking about the distorted view of science that prevails in our culture. I've been wondering about this, because our civilization is completely dependent on science and high technology, yet most of us are alienated from science.

What is most thought-provoking in these thought-provoking times, is that we are still not thinking. The notion of the fundamental role of non-cognitive understanding in rendering possible thematic consciousness informed the discussion surrounding artificial intelligence AI during the 1950s and 1960s. Philosophy of mind is a branch of philosophy that studies the nature of the mind, mental events, mental functions, mental properties, consciousness and their relationship to the physical body, particularly the brain. The mind-body problem, i.e. Mind-body problem The mind-body problem concerns the explanation of the relationship that exists between minds, or mental processes, and bodily states or processes. The question, then, is how it can be possible for conscious experiences to arise out of a lump of gray matter endowed with nothing but electrochemical properties. However the apparently irresolvable mind-body problem is said to be overcome, and bypassed, by the embodied cognition approach, with its roots in the work of Heidegger, Piaget, Vygotsky, Merleau-Ponty and the pragmatist John Dewey. Therefore, functional analysis of the mind alone will always leave us with the mind-body problem which cannot be solved. Neuron A neuron also known as a neurone or nerve cell is an excitable cell in the nervous system that processes and transmits information by electrochemical signaling. Neurons are the core components of the brain, the vertebrate spinal cord, the invertebrate ventral nerve cord and the peripheral nerves. A number of specialized types of neurons exist: Motor neurons receive signals from the brain and spinal cord that cause muscle contractions and affect glands. Interneurons connect neurons to other neurons within the brain and spinal cord. Neurons respond to stimuli, and communicate the presence of stimuli to the central nervous system, which processes that information and sends responses to other parts of the body for action. Neurons do not go through mitosis and usually cannot be replaced after being destroyed, although astrocytes have been observed to turn into neurons, as they are sometimes pluripotent. Man thinking on a train journey Graffiti on the wall: Cognitive psychology Psychologists have concentrated on thinking as an intellectual exertion aimed at finding an answer to a question or the solution of a practical problem. Cognitive psychology is a branch of psychology that investigates internal mental processes such as problem solving, memory, and language. The school of thought arising from this approach is known as cognitivism, which is interested in how people mentally represent information processing. Cognitive psychologists use psychophysical and experimental approaches to understand, diagnose, and solve problems, concerning themselves with the mental processes which mediate between stimulus and response. They study various aspects of thinking, including the psychology of reasoning, and how people make decisions and choices, solve problems, as well as engage in creative discovery and imaginative thought. Cognitive theory contends that solutions to problems either take the form of algorithms: Cognitive science differs from cognitive psychology in that algorithms that are intended to simulate human behavior are implemented or implementable on a computer. In other instances, solutions may be found through insight, a sudden awareness of relationships. In developmental psychology, Jean Piaget was a pioneer in the study of the development of thought from birth to maturity. In his theory of cognitive development, thought is based on actions on the environment. That is, Piaget suggests that the environment is understood through assimilations of objects in the available schemes of action and these accommodate to the objects to the extent that the available schemes fall short of the demands. As a result of this interplay between assimilation and accommodation, thought develops through a sequence of stages that differ qualitatively from each other in mode of representation and complexity of inference and understanding. That is, thought evolves from being based on perceptions and actions at the sensorimotor stage in the first two years of life to internal representations in early childhood. Subsequently, representations are gradually organized into logical structures which first operate on the concrete properties of the reality, in the stage of concrete operations, and then operate on abstract principles that organize concrete properties, in the stage of formal operations. Thus,

thought is considered as the result of mechanisms that are responsible for the representation and processing of information. In this conception, speed of processing , cognitive control , and working memory are the main functions underlying thought. In the neo-Piagetian theories of cognitive development , the development of thought is considered to come from increasing speed of processing, enhanced cognitive control , and increasing working memory. In *Character Strengths and Virtues* , Peterson and Seligman list a series of positive characteristics. One person is not expected to have every strength, nor are they meant to fully encapsulate that characteristic entirely. According to this model, the uncoordinated instinctual trends are encompassed by the "id", the organized realistic part of the psyche is the "ego", and the critical, moralizing function is the "super-ego". For Freud, the unconscious is the storehouse of instinctual desires, needs and psychic drives. While past thoughts and reminiscences may be concealed from immediate consciousness, they direct the thoughts and feelings of the individual from the realm of the unconscious. In a sense this view places the self in relationship to their unconscious as an adversary, warring with itself to keep what is unconscious hidden. If a person feels pain, all he can think of is alleviating the pain. Any of his desires, to get rid of pain or enjoy something, command the mind what to do. For Freud, the unconscious was a repository for socially unacceptable ideas, wishes or desires, traumatic memories, and painful emotions put out of mind by the mechanism of psychological repression. However, the contents did not necessarily have to be solely negative. In the psychoanalytic view, the unconscious is a force that can only be recognized by its effectsâ€”it expresses itself in the symptom.

Chapter 3 : Socialthinking - Thinking About YOU Thinking About ME

Thinking Clearly About Immigration. Image. MELTING POT OR CIVIL WAR? A Son of Immigrants Makes the Case Against Open Borders By Reihan Salam pp. Sentinel. \$

We all get into mental ruts and often need a whack on the side of the head to jar us into new and better ways of thinking. Also, we all bring a lot of wrong-thinking baggage with us into the Christian life. If we are to grow into being more like Jesus, every once in a while God has to take a 2x4 and gently whack us on the side of the head to help us change our thinking. No Jew would think of going into a Gentile home, much less eating with Gentiles, for fear of contracting ceremonial defilement. The Lord Jesus had clearly told the apostles to go into all the world to preach the gospel to every creature. But in their centuries-old Jewish way of thinking, the disciples thought that Jesus meant for them to go and preach to Jews who were scattered all over the world. But the thought of preaching the gospel to pagan Gentiles and of those Gentiles coming to salvation without first becoming religious Jews was simply unthinkable. But now the unthinkable has happened for Peter. They all saw the Holy Spirit fall upon the Gentiles in just the same way as He had fallen upon the believing Jews on the Day of Pentecost. A lot of pastors just skip over these verses, since they repeat the story of chapter But whenever Scripture repeats something, we need to take notice. There is an important lesson here that we might be prone to miss. Our text shows how God changed the thinking of these Christians on a matter that was essential for the spread of the gospel. But these Jewish Christians needed to change their thinking. The story shows how God began that process, and how He works to change our thinking: To accomplish His sovereign purpose in salvation, God has to change the wrong thinking of His people. God prophesied His purpose to Abraham in the first book of the Bible, Genesis That purpose in its beginning stage is acknowledged in This concept was nothing short of revolutionary! I could spend the rest of the message elaborating on what I am about to tell you, but I will limit myself to three brief implications that you can chew on more on your own: A major theme in this story is that God took the initiative in the salvation of the Gentiles. God gave the vision to Peter of the sheet being lowered from heaven with the unclean animals and the command to eat. God, not Peter, originated this process. Further, God sent His angel to Cornelius with instructions as to how to get in contact with Peter. He sovereignly saved the Gentiles and sent the Holy Spirit upon them even before Peter finished his sermon. As verse 18 states, He granted to the Gentiles the repentance that leads to life. No one can work up or will repentance by his own free choice. God must grant it as His gift to sinners who do not deserve it. Thus salvation comes totally from the Lord. At the same time, He uses us fallible humans to further the gospel. The angel did not preach the gospel to Cornelius, but rather told him that Peter would speak words by which he would be saved We see this same emphasis in 1 Corinthians 1: That is simply unbiblical! God sovereignly takes the initiative and He sovereignly grants repentance to those whom He chose before the foundation of the world. But He does it through His people obediently preaching the gospel. World missions is not just an optional program in the church for some to be involved in. Missions is what God is doing! Not all are called to go, but every believer should be interested and concerned enough to educate himself or herself about the task. Out of that interest, we all can and should be praying for missions. We all should be giving to missions. As a church, we should be thinking of ways that we can reach across cultural barriers and see people from different racial and cultural backgrounds coming to faith in Jesus Christ. Maybe also you have begun to see how your thinking needs to change. But I need to say more on that: We all bring wrong thinking into the Christian life. By nature, we all are ethnocentric. We all bring wrong theological views into our Christian experience. Spurgeon Autobiography [Banner of Truth], 1: Peter had seen this remarkable response, as a whole house full of Gentiles had believed in Christ and were saved. The Old Testament did not forbid Jews from having social contact with Gentiles, although it did specify what sorts of foods they could eat. But these Jewish Christians were more concerned about Peter violating kosher laws than they were happy about the Gentiles getting saved! We often do the same thing. We elevate certain traditions or ways of doing things above the salvation of lost souls. We are all for seeing young people getting saved, but they had better make sure that they not delay in looking and acting like those who have been in the church for 50 years! When

Marla was a young believer, she went to a church of hippies that met in a park. She was the only non-hippie in the church, of course! They met in a park because a youth pastor had seen a large number of young people from the counter-culture come to faith in Christ, but the church he served did not want that sort of young person coming to that church. After all, they might wrongly influence our clean-cut but spiritually dead youth! Sadly, he went to several churches in the area, asking if he could bring these young people into these churches, but he was refused. Finally, he took them and started meeting in the park. Our main focus should be the salvation of lost people to the glory of God. You would see little old grandmas sitting next to long-haired hippies worshiping together. We all are prone to think that the church is for folks just like us, but not for those who are much different than we are. So you have churches that state that their target is to reach the Baby Boomers, or the Generation Xers. They aim their whole church service to make these kinds of people feel comfortable. God is most glorified when a local church is made up of culturally and racially diverse people who would never get together apart from the saving grace of Jesus Christ. We all need to learn from one another and learn to get along with one another. God has to do things my way. But for God to save them just as they are? He has to do it my way! Yet neither John Wesley nor George Whitefield nor Charles Spurgeon gave altar calls, and they were some of the most effective evangelists in the history of the church. It was Charles Finney who popularized the idea, based on some bad theology. But because it is the dominant method in our day, people think that we have to do it that way. Sometimes God surprises us as He surprised Peter by saving people even before we finish our sermon and give an invitation! God changes our wrong thinking so that we can be His instruments in His work. If we want God to use us in His great purpose of being glorified through the salvation of the nations, we must let Him change us. How does He do it? In many ways, but here are six from our text: It was while Peter was praying that the Lord gave him this life-changing vision. If Peter had skipped his prayer time, he might have missed what God wanted to do through him. God will not change your thinking if you rarely spend time alone with Him. Rather, God sovereignly intervened with His ideas and His agenda! The Lord often has to whack us to get us to change. The Lord had to repeat the vision three times for Peter. He repeats this story twice for every reader of Scripture, so that we get the point. A party of Jews who professed to be Christians insisted that a person had to be circumcised and follow the Law of Moses to be saved. The Jerusalem Council Acts 15 had to work through this important issue, and Paul wrote Galatians to refute this serious error. Even Peter later fell into this wrong thinking, as Paul mentions in Galatians 2: But God often has to whack us again and again until the truth sinks in. Peter wins over his critics by relating in orderly fashion his experiences of how God worked. He could have asserted his apostolic authority: Lasting change has to take place in the mind, and we must be convinced that the new way of thinking is in line with Scripture. So he shared the process that God took him through to change his thinking. Granted, he had to take a new look at Scripture such as the Abrahamic Covenant, because he thought that he understood it before. Here, as far as what is recorded, he does not go into a biblical defense. But he does square his experience of the Gentiles receiving the Spirit with what the Lord had said about that subject Repeat it after me: These things happened about seven years after the Day of Pentecost, and the gospel was still bottled up pretty much among the Jews! Philip had seen the Samaritans get saved and the Ethiopian eunuch. But the apostles were pretty much still in Jerusalem ministering to the Jews.

Chapter 4 : How using Design Thinking will fix Design Thinking

Thinking About YOU Thinking About ME features three chapters on assessments: the first describes the Dynamic Assessment Protocol, the second gives comments and critiques on other assessment techniques, and the third provides the 29 pages of the Dynamic Assessment Protocol and checklist to encourage others to use these informal assessment tools.

All the psychological research suggests there is strong connection between what you believe think and what you do behavior. I found a great discussion on the thought process by Dr. The Thought Pattern Dr. Johnson lays out is: Most of this happens subconsciously and in milliseconds. We often are not even aware of the process as we react to stimulus or do things quite mindlessly. It involves the Ego and the True Self Jungian concepts , and you can work with your strengths to align your thinking pattern more with your True Self. At each stage of the thought pattern, you have an individual strength area which the website noted above can help you identify for yourself. By recognizing your strengths with their corresponding shadows and compulsions, you can use the awareness to move towards your True Self and using your strengths appropriately and hopefully change behavior. The whole thing is very powerful idea and very challenging to do. Here are the core elements of the thought pattern: Believing – The starting point of the thought pattern is your Values, attitudes, assumptions, life principles, your conception of the world, your philosophy of life, personal rules, and even unconscious biases. Beliefs are ideas that have become your certainties, based on experience. I know I have unconscious biases that I am trying to be more aware of. I know I have beliefs that are making habit change challenging. Events are neutral until you begin to look at them in relation to your beliefs. However, you often look only for what you agree with, what matches your beliefs. I realized recently how my perception is impacted already by beliefs when we went to sell my car. What else am I not perceiving that is in plain sight? Thinking – This is the Evaluation moment, the analysis, assessment, or your personal making sense of the world. It is the interpretation of the intake data versus your beliefs. Johnson points out that it also starts to play into your True self inner, awakened self who is fundamentally loving and compassionate affirming, considerate, harmony, unity, forgiveness OR your False self ego, externally driven who is fundamentally about self-protection fear based, judging, reactive, self-serving, separation, manipulation. I always felt I was strong in evaluation and assessment, so it was intriguing to look at the compulsion side of it. Feeling – The Emotions is the affective consequence of the thought evaluation. If thoughts are negative, critical, or judging, then emotions will be similar. Enabling feelings are positive – joy, confidence. Negative feeling are paralyzing – confusion, disillusion, shame, guilt, worthlessness. It was intriguing to me that this more than halfway through the Thought Process and possibly not enough to help in behavior change. Deciding – Following the emotion, we make Choices, create goals or not , set strategies or not , and establishing priorities or not. Personal power comes from making decisions grounded in Universal Love True Self and not made out of fear the voice of Ego – competition, self indulgence, power, separateness, and control. Making choices is a big part of retirement transition and learning to live a new lifestyle. Acting – The Action is the observable Behavior. You want to be taking action based on your personal Strengths and True Self. Looking at the entire thought process in relationship to my personal strengths has made me realize I need to: Continue to re-set beliefs and re-program my mind. Begin with uncovering what beliefs are limiting my behaviors, especially in relationship to my strengths and shadows. I need to be honest with what are the current beliefs, biases, and societal expectations I hold as truths. Focus on my self-worth and creating a feeling of wholeness and of being enough. Appreciate my strengths with slightly less focus on the shadows and compulsions. Use my vision-board and a recent meditation series to create new affirmations to establish a new life philosophy, free of societal expectations. Pay real attention – to people, to places, to things. Be more mindful of the moments. Reinforce new behaviors, even the small steps, with rewards. Are there things you are struggling to change? Do you think your beliefs are limiting your behavior? Tim Doyle, Africa Safari – because elephants are supposed to have long memories and this was a post about thinking.

Chapter 5 : Thinking v. Doing – Tereza Sews

Metacognition also involves thinking about one's own thinking process such as study skills, memory capabilities, and the ability to monitor learning. This concept needs to be explicitly taught along with content instruction.

The best thinking of you messages for him you can use are compiled below to help inspire your own unique sentiment. The best way to maintain a healthy and positive lifestyle is to focus on meditation and exercises that help to stimulate positive growth and sharing. In the end, this will help with maintaining good daily thoughts you can share among your loved ones. All my dreams came true the day I met you. Need I say more, I love you. Dear boy, I send you all my love and I have been thinking about you and the beautiful moments we have shared together. You have been a special and charming person of my life I spend my life with. You are a truly special person of my life. Even though we were in a romantic relationship, I still miss you and have been thinking about you and the cute lovely moments we have shared together. You are a sweet and one of the most charming persons of my life. Every second I think about you. Every moment I miss you. I wish I could travel miles, just to be with you. You are really a dream come true. For my cute guy, I am thinking of you every moment of your life and send my love for you through this text message. You are the special person of my life dear. For my lovely boyfriend, I send all my love for you and your presence in my life has given me many cheerful moments and happiness. You are a truly special person of my life and I have been thinking about you from the time we met. From the time you have been transferred and is away, I have been thinking about you and miss you on each moment of time and my love for you has become more stronger with time. I send all my love and flowers for you dear. Great minds contain ideas, solutions and reasons; scientific minds contain formulas, theories and figures; my mind contains only you. I asked for a tulip, I got a garden, I asked for a drop, I got the sea, I asked for love and you were sent to me. I have been thinking of you and remembered that you owe me a special diner treat. You are one of the most charming persons of my life. I send all my love and wishes through this text message. I have been thinking of you and the special moments we have shared together. I send flowers and my love for you to make your day special and brighter. You have been a special person of my life dear. I used to think that dreams do not come true, but this quickly changed the moment I laid my eyes on you. If only I could explain how much I miss you every single time. I simply miss your kisses and hugs. Thinking of you makes my heart pumps so fast. I really wanna see you tonight! Just a message from me to you to say that I love you. It also says that I am thinking about you. You are such a perfect boyfriend to be, you mean everything to me. Somewhere, someone dreams of your smile and finds your presence in life so worthwhile. Thinking about you is like breathing. Thinking of you is not a new thing for me to do. I think about you all the while and I think about you and your smile. Thinking of you makes me wanna fall. Thinking of you makes my day brighter after all. Thinking of you is all I wanna do all the time. Through this message I send my love for you. I have been thinking of you and also remembering the best moments we have shared. To be with you is all I desire, to hold you is all I hope for, to love you is all I dream of. The moments spent with you are the ones I cherish the most in life. You have always been there to cheer me up. I wish I could come to meet you with a coffee cup. Please know that I am thinking of you and our love, you are surely a blessing from above. In order to think positive, the type of thinking style you use matters. Being able to predict negative futures in terms of what is happening to blaming others and active defensive. Most importantly, do not label yourself and others nor over generalize. The below infographic provides a rundown of the many thinking styles out there and how to institute a more positive image.

Chapter 6 : Metacognition - Wikipedia

k Likes, Comments - Sanne Vloet (@sannevloet) on Instagram: "Monday, me thinking about all the things I have to do"

Translate this page from English Print Page Change Text Size: Linda Elder and Dr. No matter what your circumstance or goals, no matter where you are, or what problems you face, you are better off if your thinking is skilled. Poor thinking, in turn, inevitably causes problems, wastes time and energy, engenders frustration and pain. Critical thinking is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances. We all have multiple choices to make. We need the best information to make the best choices. What is really going on in this or that situation? Are they trying to take advantage of me? Does so-and-so really care about me? Am I deceiving myself when I believe that. What are the likely consequences of failing to. If I want to do. How can I be more successful in doing. Is this my biggest problem, or do I need to focus my attention on something else? Successfully responding to such questions is the daily work of thinking. However, to maximize the quality of your thinking, you must learn how to become an effective "critic" of your thinking. And to become an effective critic of your thinking, you have to make learning about thinking a priority. What have you learned about how you think? Did you ever study your thinking? What do you know about how the mind processes information? What do you really know about how to analyze, evaluate, or reconstruct your thinking? Where does your thinking come from? How much of your thinking is vague, muddled, inconsistent, inaccurate, illogical, or superficial? Are you, in any real sense, in control of your thinking? Do you know how to test it? Do you have any conscious standards for determining when you are thinking well and when you are thinking poorly? Have you ever discovered a significant problem in your thinking and then changed it by a conscious act of will? If anyone asked you to teach them what you have learned, thus far in your life, about thinking, would you really have any idea what that was or how you learned it? I suppose in my life I have more or less taken my thinking for granted. I have never really studied it. It just happens in my mind automatically. It is not a subject in most colleges. It is seldom found in the thinking of our culture. But if you focus your attention for a moment on the role that thinking is playing in your life, you may come to recognize that, in fact, everything you do, or want, or feel is influenced by your thinking. And if you become persuaded of that, you will be surprised that humans show so little interest in thinking. Yet once this thinking is done and we move our thinking to a higher level of quality, it is not hard to keep it at that level. Still, there is the price you have to pay to step up to the next level. To become better at thinking, you must be willing to put the work into thinking that skilled improvement always requires. Improvement in thinking, in other words, is similar to improvement in other domains of performance where progress is a product of sound theory, commitment, hard work, and practice. Consider the following key ideas, which, when applied, result in a mind practicing skilled thinking. These ideas represent just a few of the many ways in which disciplined thinkers actively apply theory of mind to the mind by the mind in order to think better. In these examples, we focus on the significance of thinking clearly, sticking to the point thinking with relevance, questioning deeply, and striving to be more reasonable. For each example, we provide a brief overview of the idea and its importance in thinking, along with strategies for applying it in life. Realize that the following ideas are immersed in a cluster of ideas within critical thinking. Though we chose these particular ideas, many others could have instead been chosen. There is no magic in these specific ideas. In short, it is important that you understand these as a sampling of all the possible ways in which the mind can work to discipline itself, to think at a higher level of quality, to function better in the world. Clarify Your Thinking Be on the look-out for vague, fuzzy, formless, blurred thinking. Try to figure out the real meaning of what people are saying. Look on the surface. Look beneath the surface. Try to figure out the real meaning of important news stories. Explain your understanding of an issue to someone else to help clarify it in your own mind. Practice summarizing in your own words what others say. Then ask them if you understood them correctly. You should neither agree nor disagree with what anyone says until you clearly understand them. Our own thinking usually seems clear to us, even when it is not. But vague, ambiguous, muddled, deceptive, or misleading thinking are significant

problems in human life. If we are to develop as thinkers, we must learn the art of clarifying thinking, of pinning it down, spelling it out, and giving it a specific meaning. When people explain things to you, summarize in your own words what you think they said. Strategies for Clarifying Your Thinking State one point at a time. Elaborate on what you mean Give examples that connect your thoughts to life experiences Use analogies and metaphors to help people connect your ideas to a variety of things they already understand for example, critical thinking is like an onion. There are many layers to it. Just when you think you have it basically figured out, you realize there is another layer, and then another, and another and another and on and on Here is One Format You Can Use I think. Can you give an example? Let me tell you what I understand you to be saying. Did I understand you correctly? Stick to the Point Be on the lookout for fragmented thinking, thinking that leaps about with no logical connections. Start noticing when you or others fail to stay focused on what is relevant. Focus on finding what will aid you in truly solving a problem. Is this or that relevant to it? It selects what is germane, pertinent, and related. It is on the alert for everything that connects to the issue. It sets aside what is immaterial, inappropriate, extraneous, and beside the point. What is relevant directly bears upon helps solve the problem you are trying to solve. When thinking drifts away from what is relevant, it needs to be brought back to what truly makes a difference. Disciplined thinking intervenes when thoughts wander from what is pertinent and germane concentrating the mind on only those things that help it figure out what it needs to figure out. How is this connected? Does my information directly relate to the problem or task? Where do I need to focus my attention? Are we being diverted to unrelated matters? Am I failing to consider relevant viewpoints? How is your point relevant to the issue we are addressing? What facts are actually going to help us answer the question? What considerations should be set aside? Does this truly bear on the question? How does it connect? Question Questions Be on the lookout for questions. The ones we ask. The ones we fail to ask. Listen to how people question, when they question, when they fail to question. Look closely at the questions asked. What questions do you ask, should you ask? Examine the extent to which you are a questioner, or simply one who accepts the definitions of situations given by others. Most people are not skilled questioners. Most accept the world as it is presented to them. Good thinkers routinely ask questions in order to understand and effectively deal with the world around them.

Chapter 7 : Quotes about Distorted thinking (27 quotes)

Letting someone know you are thinking about them when a passing thought crosses your mind can make a world of difference in maintaining a close and personal relationship. The best thinking of you messages for him you can use are compiled below to help inspire your own unique sentiment. The best way.

Definitions[edit] This higher-level cognition was given the label metacognition by American developmental psychologist John H. Flavell defined metacognition as knowledge about cognition and control of cognition. For example, a person is engaging in metacognition if he notices that he is having more trouble learning A than B, or if it strikes him that he should double-check C before accepting it as fact. This concept needs to be explicitly taught along with content instruction. Some types of metacognitive knowledge would include: It is notable that not all metacognition is accurate. Studies have shown that students often mistake lack of effort with understanding in evaluating themselves and their overall knowledge of a concept. Young children are not particularly good at this; it is not until students are in upper elementary school that they begin to develop an understanding of effective strategies. It can also lead to a reduction in response time for a given situation as a result of heightened awareness, and potentially reduce the time to complete problems or tasks. In the domain of experimental psychology, an influential distinction in metacognition proposed by T. Dunlosky, Serra, and Baker covered this distinction in a review of metamemory research that focused on how findings from this domain can be applied to other areas of applied research. Writers in the s involved with the grunge music scene often used the term to describe self-awareness of mortality. Metacognitive regulation is the regulation of cognition and learning experiences through a set of activities that help people control their learning. Metacognitive experiences are those experiences that have something to do with the current, on-going cognitive endeavor. Metacognition refers to a level of thinking that involves active control over the process of thinking that is used in learning situations. Planning the way to approach a learning task, monitoring comprehension, and evaluating the progress towards the completion of a task: Metacognition includes at least three different types of metacognitive awareness when considering metacognitive knowledge: This type of knowledge is displayed as heuristics and strategies. This is achieved through a large variety of strategies that can be accessed more efficiently. This in turn allows the strategies to become more effective. This can include re-evaluating strategies that were used. Similarly, maintaining motivation to see a task to completion is also a metacognitive skill. The ability to become aware of distracting stimuli " both internal and external " and sustain effort over time also involves metacognitive or executive functions. The theory that metacognition has a critical role to play in successful learning means it is important that it be demonstrated by both students and teachers. Students who demonstrate a wide range of metacognitive skills perform better on exams and complete work more efficiently[citation needed]. They are self-regulated learners who utilize the "right tool for the job" and modify learning strategies and skills based on their awareness of effectiveness. Individuals with a high level of metacognitive knowledge and skill identify blocks to learning as early as possible and change "tools" or strategies to ensure goal attainment. Students with a high-metacognition were reported to have used fewer strategies, but solved problems more effectively than low-metacognition students, regardless of IQ or prior knowledge. A broader repertoire of "tools" also assists in goal attainment. When "tools" are general, generic, and context independent, they are more likely to be useful in different types of learning situations. Another distinction in metacognition is executive management and strategic knowledge. Strategic knowledge involves knowing what factual or declarative knowledge , knowing when and why conditional or contextual knowledge and knowing how procedural or methodological knowledge. This means that metacognitive skills are domain-general in nature and there are no specific skills for certain subject areas. The metacognitive skills that are used to review an essay are the same as those that are used to verify an answer to a math question. This combination of social psychology and metacognition is referred to as social metacognition. Social metacognition can include ideas and perceptions that relate to social cognition. Additionally, social metacognition can include judging the cognition of others, such as judging the perceptions and emotional states of others. These secondary cognitions are subject to the influence of culture and

situational norms, and thus influence the strength of our self-convictions. An example of the interaction between social metacognition and self-concept can be found in examining implicit theories about the self. Implicit theories can cover a wide-range of constructs about how the self operates, but two are especially relevant here; entity theory and incrementalist theory. Entity theorists are susceptible to learned helplessness because they may feel that circumstances are outside their control. Incremental theorists react differently when faced with failure: They immediately began to consider various ways that they could approach the task differently, and they increase their efforts. Cultural beliefs can act on this as well. For example, a person who has accepted a cultural belief that memory loss is an unavoidable consequence of old age may avoid cognitively demanding tasks as they age, thus accelerating cognitive decline.

Attitudes as a Function of Social Metacognition[edit] The way that individuals think about attitude greatly affects the way that they behave. Metacognitions about attitudes influence how individuals act, and especially how they interact with others. Attitude importance is also more likely to influence behavior than certainty of the attitude. This means that they will likely vote, even if they are unsure who to vote for. Meanwhile, a person who is very certain of who they want to vote for, may not actually vote if it is of low importance to them. This also applies to interpersonal relationships. A person might hold a lot of favorable knowledge about their family, but they may not maintain close relations with their family if it is of low importance. Metacognitive characteristics of attitudes may be key to understanding how attitudes change. Research shows that the frequency of positive or negative thoughts is the biggest factor in attitude change. More research needs to be conducted on culture differences and importance of group ideology, which may alter these results.

Social Metacognition and Stereotypes[edit] People have secondary cognitions about the appropriateness, justifiability, and social judgability of their own stereotypic beliefs. Subtle social cues can influence these conscious efforts. For example, when given a false sense of confidence about their ability to judge others, people will return to relying on social stereotypes. For example, cultures without the stereotype that memory declines with old age display no age differences in memory performance. Holding an entity theory of traits increases the tendency for people to see similarity among group members and utilize stereotyped judgments. For example, compared to those holding incremental beliefs, people who hold entity beliefs of traits use more stereotypical trait judgments of ethnic and occupational groups as well as form more extreme trait judgments of new groups.

Relation to sapience[edit] Metacognologists believe that the ability to consciously think about thinking is unique to sapient species and indeed is one of the definitions of sapience. Being engaged in metacognition is a salient feature of good self-regulated learners. Individuals need to regulate their thoughts about the strategy they are using and adjust it based on the situation to which the strategy is being applied. At a professional level, this has led to emphasis on the development of reflective practice, particularly in the education and health-care professions. Recently, the notion has been applied to the study of second language learners in the field of TESOL and applied linguistics in general.

e. This new development has been much related to Flavell, where the notion of metacognition is elaborated within a tripartite theoretical framework. Learner metacognition is defined and investigated by examining their person knowledge, task knowledge and strategy knowledge. In addition to exploring the relationships between learner metacognition and performance, researchers are also interested in the effects of metacognitively-oriented strategic instruction on reading comprehension. The efforts are aimed at developing learner autonomy, interdependence and self-regulation. Metacognition helps people to perform many cognitive tasks more effectively. How have I solved problems like this before? Carr, argues that the physical act of writing plays a large part in the development of metacognitive skills. The SEM works by identifying the declarative Column 1, procedural Column 2 and conditional Column 3 and 4 knowledge about specific strategies. The SEM can help individuals identify the strength and weaknesses about certain strategies as well as introduce them to new strategies that they can add to their repertoire. RCs help individuals to implement a sequence of thoughts that allow them to go over their own metacognition. Steering Cognition describes the capacity of the mind to exert conscious control over its reasoning and processing strategies in relation to the external learning task. Studies have shown that pupils with an ability to exert metacognitive regulation over their attentional and reasoning strategies used when engaged in maths, and then shift those strategies when engaged in science or then English literature learning,

associate with higher academic outcomes at secondary school. Metastrategic knowledge[edit] "Metastrategic knowledge" MSK is a sub-component of metacognition that is defined as general knowledge about higher order thinking strategies. MSK had been defined as "general knowledge about the cognitive procedures that are being manipulated". The knowledge involved in MSK consists of "making generalizations and drawing rules regarding a thinking strategy" and of "naming" the thinking strategy. MSK is an awareness of the type of thinking strategies being used in specific instances and it consists of the following abilities: It creates rules to describe and understand the physical world around the people who utilize these processes called higher-order thinking. This is the capability of the individual to take apart complex problems in order to understand the components in problem. These are the building blocks to understanding the "big picture" of the main problem through reflection and problem solving. The potential of metacognitive inferences and domain-general skills including psychological skills training are integral to the genesis of expert performance. Moreover, the contribution of both mental imagery e. Metacognition brings many unique insights into the normal daily functioning of a human being. This leads to less healthy functioning. In the autism spectrum, there is a profound deficit in Theory of Mind. Alcohol may be used as a coping strategy for controlling unwanted thoughts and emotions formed by negative perceptions. Object mode interprets perceived stimuli as truth, where metacognitive mode understands thoughts as cues that have to be weighted and evaluated. They are not as easily trusted. There are targeted interventions unique of each patient, that gives rise to the belief that assistance in increasing metacognition in people diagnosed with schizophrenia is possible through tailored psychotherapy. With a customized therapy in place clients then have the potential to develop greater ability to engage in complex self-reflection. In the obsessive-compulsive spectrum , cognitive formulations have greater attention to intrusive thoughts related to the disorder. Patients with OCD exemplify varying degrees of these "intrusive thoughts". Patients also suffering from generalized anxiety disorder also show negative thought process in their cognition. Metacognitive therapy attempts to correct this change in the CAS.

Chapter 8 : Becoming a Critic Of Your Thinking

Just some thoughts about thoughts. Tweet me @omarvellous.

Translate this page from English Print Page Change Text Size: Critical thinking is a rich concept that has been developing throughout the past years. The term "critical thinking" has its roots in the mid-late 20th century. We offer here overlapping definitions, together which form a substantive, transdisciplinary conception of critical thinking. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: It entails the examination of those structures or elements of thought implicit in all reasoning: Critical thinking can be seen as having two components: It is thus to be contrasted with: Critical thinking varies according to the motivation underlying it. As such it is typically intellectually flawed, however pragmatically successful it might be. When grounded in fairmindedness and intellectual integrity, it is typically of a higher order intellectually, though subject to the charge of "idealism" by those habituated to its selfish use. Critical thinking of any kind is never universal in any individual; everyone is subject to episodes of undisciplined or irrational thought. Its quality is therefore typically a matter of degree and dependent on, among other things, the quality and depth of experience in a given domain of thinking or with respect to a particular class of questions. No one is a critical thinker through-and-through, but only to such-and-such a degree, with such-and-such insights and blind spots, subject to such-and-such tendencies towards self-delusion. For this reason, the development of critical thinking skills and dispositions is a life-long endeavor. Another Brief Conceptualization of Critical Thinking Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric and sociocentric tendencies. They use the intellectual tools that critical thinking offers – concepts and principles that enable them to analyze, assess, and improve thinking. They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason. They realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest. They strive to improve the world in whatever ways they can and contribute to a more rational, civilized society. At the same time, they recognize the complexities often inherent in doing so. They avoid thinking simplistically about complicated issues and strive to appropriately consider the rights and needs of relevant others. They recognize the complexities in developing as thinkers, and commit themselves to life-long practice toward self-improvement. They embody the Socratic principle: The unexamined life is not worth living , because they realize that many unexamined lives together result in an uncritical, unjust, dangerous world. The Problem Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated. The Result A well cultivated critical thinker: Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends.

Chapter 9 : Clover Lane: Thinking, Playing, Reading

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